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ABSTRACT

Delaware's state standards for modern foreign language curricula are designed to assist school districts in designing curricula in all languages. Introductory sections describe the evolution of the standards and the philosophy underlying foreign language instruction in the state, and offer general suggestions to the teacher for using the standards with a communicative approach. Practical classroom instructional issues are not addressed. The standards themselves are organized in four instructional levels, including: (I) grades 4-12; (II) grades 7-12; (III) grades 9-12; and (IV) grades 10-12. At each level, general curriculum topics are listed, with specific performance objectives and linguistic content (vocabulary, structure, and phonology) provided for each. A list of 12 references is appended. (MSE)

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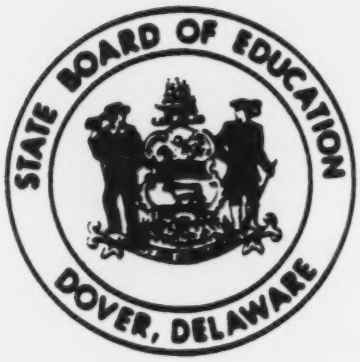
MODERN FOREIGN LANGUAGE CURRICULUM STANDARDS



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MODERN FOREIGN LANGUAGE CURRICULUM STANDARDS

Generic Standards
Level I-IV

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The Delaware Department of Public Instruction
Instructional Services Branch
Instruction Division

The Delaware Department of Public Instruction

August, 1988

Revised November, 1990

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FOREWORD

Numerous national educational committees, task forces, and groups have stressed the importance of foreign language study in the nation's curriculum. The 1979 Report of the President's Commission on Foreign Languages and International Studies, Strength Through Wisdom: A Critique of U.S. Capacity, reemphasized the importance of foreign languages to the nation's economic, political and strategic health. The Council of Chief State School Officers advocated the study of foreign languages and other cultures in their document, International Dimensions of Education -- Position Paper and Recommendations for Action (1985). The College Board concluded in Academic Preparation in Foreign Languages (1986) that ". . . foreign language study is both intimately connected to the Basic Academic Competencies and a unique subject in its own right." The National Association of Elementary School Principals, at their 67th Convention (1987), adopted a platform statement recommending the inclusion of foreign language study in the elementary school curriculum. Delaware, along with the rest of the nation, is experiencing a growing awareness that learning to communicate in a foreign language is an important component of public education for all students.

It is in response to our nation's need to train students to be functionally competent in the foreign language(s) studied that the Modern Foreign Language Curriculum Standards, a forward-looking, proficiency-based document, has been developed. The function of these standards is to assist school districts in providing for quality foreign language programs throughout the State. They are the result of work begun in June of 1987, fulfilling the State Board of Education directive to prepare program and compliance standards for equal educational opportunities in all required and various elective subject areas.

These standards reflect the collaborative effort of a committee of teachers from the majority of Delaware public school districts, representing all modern foreign languages taught in the State. Nancy Anderson of Educational Testing Service served as a consultant at the initial workshop. Input was also provided by the University of Delaware's Department of Foreign Languages and Literatures and the Department of Linguistics. The committee is most grateful to the Indiana Department of Education for permission to adopt and/or adapt many of the ideas and activities presented in A Guide to Proficiency-Based Instruction In Modern Foreign Languages for Indiana Schools (1986).

Funding for this project was made available through a grant from the Professional Development Division of the Department of Public Instruction and through Title II of the Education for Economic Security Act.

It is the committee's sincere desire that these standards will serve as an impetus for earlier foreign language study, for better articulated and more focused programs, and for longer sequences of study in order to truly bring about in our students real competencies in additional languages.

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PHILOSOPHY

In view of the importance of foreign language instruction to the nation's economic, political and security needs and the many other personal benefits to be accrued by its study, the Department of Public Instruction recommends that all Delaware students have the opportunity to learn a language other than English.

The goal of foreign language study is to prepare young people to become culturally sensitive and communicatively competent students, travelers and/or workers in other societies and cultures in the world. At the same time, it is hoped that foreign language study will help students interact positively and more effectively with native speakers of the languages in this country. Finally, it is also hoped that, as a result of foreign language study, the students will become more enlightened and productive citizens in the global community.

USING THE CURRICULUM STANDARDS
(To The Teacher)

The goals stated in the philosophy can best be achieved by means of a communicative approach. The concept of communicative-based curriculum standards is not new. Teachers will find that there is much more that is familiar than unfamiliar. This should become evident upon a thorough examination of all levels of the curriculum standards.

In order for students to successfully communicate in a foreign language, it is necessary for them to engage in tasks and activities which will promote these skills. Communication, then, should not only be a major program objective but also the dominant activity of the classroom. It follows, then, that the classroom is no longer teacher-centered but student-centered.

The student should participate in activities which promote the four skills (listening, speaking, reading and writing) in cultural contexts and situations. The teaching of grammar should be reinforced by means of functional, pragmatic and communicative activities. These standards deemphasize the "formal grammar lesson," particularly at the lower levels, providing more opportunity for active and meaningful use of language.

Material presented in specific units should be continuously and consistently reinforced and expanded in successive units. A spiraling approach, which involves several introductions and treatments of a given topic or structure, first for concept control, then for receptive control, and finally for partial and then full productive control is recommended as the appropriate way to introduce and reintroduce material. Although not specifically stated for Levels III and IV, linguistic content should correlate with each topic. At this point, using the same format, local school districts may develop standards for higher levels of language instruction. Note that the levels are not grade specific but may even begin as early as fourth grade. For example, the content of Level I is appropriate for the following grades: four through six, seven through eight, and nine, ten, eleven or twelve.

These generic curriculum standards should serve as guidelines. This volume does not address the practical problems of relating syllabus construction to matters of textbooks, teachers' ability and orientation, nor does the sequencing of topics correspond to any given textbook. Local school districts are responsible for developing language specific curriculum guides. As an ongoing project, the curriculum standards committee plans to develop language specific materials to complement these standards.

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MODERN FOREIGN LANGUAGE CURRICULUM STANDARDS

(Generic)

Level I

Grades 4-6, 7-8, 9, 10, 11, 12

The program will provide instruction in:	The student will be expected to:
1. Greetings/leave-taking	1.1 Greet his/her peers and any adults in a variety of situations. Linguistic Content Vocabulary: proper nouns and titles of address (Mr., Mrs., Miss) Structure: expressions of greeting and leave-taking, proper forms of address (formal and informal), inquiring about health/welfare, expressions of politeness and gratitude

2. Geography/culture

2.1 Given a map of the world, be able to locate and pronounce the names of the countries (cities) in which the target language is spoken.

Linguistic Content

Vocabulary: names of countries/cities

Phonology: pronunciation, word stress, phoneme-grapheme relationships

2.2 Given a map or maps of the countries where the target language is spoken, be able to identify geographic points (mountains, rivers, major cities, etc.)

Linguistic Content

Vocabulary: names of mountains, rivers, cities, etc.

Structure: spelling of place names

2.3 Given a map or maps of the countries where the target language is spoken, be able to locate geographic points in respect to one another.

Examples: What city is north of X? What city is on the Y river?

Linguistic Content

Vocabulary: names of geographical points, directions, prepositions

Structure: prepositional phrases

2.4 Given pictures or slides of major geographical landmarks where the target language is spoken, be able to identify these landmarks, tell where they are located, and briefly relate their significance.

Linguistic Content

Vocabulary: proper nouns, being verb, descriptive adjectives

Structure: interrogatives, spelling of place names, prepositional phrases

2.5 Recognize names of prominent figures in the target country

Linguistic Content

Vocabulary: proper names

3. Communicating about oneself and peers

3.1 Say his/her name and age and the names and ages of his/her peers and give brief descriptions.

Linguistic Content

Vocabulary: numbers, weights, measures (metric) basic adjectives

Structure: age and name expressions, position and agreement of adjectives, negatives

3.2 Describe own and/or a classmate's physical appearance and dress.

Linguistic Content

Vocabulary: clothes, colors, size, etc.

Structure: position and agreement of adjectives, verbs of wearing

4. Family and home

4.1 Given an imaginary visit by a foreign student, be able to "introduce" each member of his/her family, giving at least one fact about each.

Linguistic Content

Vocabulary: names of family members (including stepfather, stepbrother, etc.), descriptive adjectives.

Structure: possessives, expressions of introduction

4.2 Describe his/her home, including telling one's phone number and address in the target language.

Linguistic Content

Vocabulary: relevant descriptive adjectives, possessives, names of rooms in the house, numbers

Structure: possessives

4.3 In an effort to describe his/her home to an imaginary pen pal, be able to draw and label a floor plan of his/her house, including one sentence explaining what is done in each room or whose room it is.

Linguistic Content

Vocabulary: rooms of a house, appropriate verbs (eating, sleeping, etc.)

Structure: possessives, present tense, prepositional phrases

5. The "world" of school

5.1 Understand commands and carry out activities involving classroom environment.

Examples: Open your book to page 53. Take out paper and pencil.

Linguistic Content

Vocabulary: objects in the classroom, school subjects, days of the week, ordinal numbers, places in the school

Structure: commands for classroom procedures, (imperatives), basic prepositional phrases, interrogatives, numbers (continued), present tense verbs needed to function in the class

5.2 Perform a role-play in which he/she shows a foreign student through his/her school, identifying the various rooms by the courses or activities held there.

Linguistic Content

Vocabulary: names of school areas and courses

Structure: demonstratives, present tense, prepositional phrases

5.3 Given a series of times and days of the week, be able to explain what he/she normally does at that time.

Linguistic Content

Vocabulary: days of the week, numbers, daily activities

Structure: present tense, telling time

5.4 Respond to an imaginary pen pal's description of his/her weekly schedule with a comparable schedule of classes and school activities. (May reflect the present time, last year's schedule, or next year's plans.)

Linguistic Content

Vocabulary: names of school courses and activities (including names of sports and other extracurricular activities), days of the week, seasons, weather, numbers

Structure: telling time, present, past, or future tense, (may involve comparatives), use of verbs associated with sports

6. Weather/telling time

6.1 Given a series of times and days of the week, be able to explain what he/she normally does at that time.

Examples: What do you do at 7:00 a.m. on Sundays?
What are you doing at 2:15 p.m. on Tuesday?

Linguistic Content

Vocabulary: days of the week, parts of the day, 24-hour clock, numbers, daily activities

Structure: present tense, telling time

6.2 Describe weather conditions in relation to seasons of the year and in a global way.

Linguistic Content

Vocabulary: weather expressions, months, seasons, relevant adjectives

Structure: Celsius scale, expressions of state of being, interrogatives

6.3 Given specific weather conditions, be able to respond to questions about what to wear and how to dress appropriately.

Examples: Mother: "The temperature is 5 degrees Celsius and it's raining."

Student: "I'll take my umbrella." or "Where's my umbrella?" or "May I borrow an umbrella?"

Linguistic Content

Vocabulary: weather expressions, items of clothing associated with weather.

Structure: Celsius scale, use of verbs of wearing, taking, borrowing

7. Leisure time

7.1 Express interests, likes and dislikes associated with leisure time activities.

Linguistic Content

Vocabulary: hobbies, art, music, sports, locations associated with these activities, needed verbs (to play, to go), means of transportation, giving and receiving directions

Structure: adverbs (a lot, etc.) expressions of likes/dislikes, preferences, prepositional phrases, interrogatives, negatives

7.2 Given an authentic TV schedule from the target culture, be able to identify at least three hours of programs he/she would like to watch, identifying program names, times, and days of the week on which they are broadcast.

Linguistic Content

Vocabulary: numbers, days, of the week, program names

Structure: use of time expressions, verbs of wanting/liking

7.3 Conduct an interview with a classmate, teacher, coach, principal, or custodian and write a brief newspaper article highlighting or spotlighting this individual, listing his likes/dislikes, favorite shows, movies, books, activities, etc.

Linguistic Content

Vocabulary: leisure time activities, television programs, sports, etc.

Structure: expressions of feelings, likes/dislikes, inquiring about pleasure/satisfaction/ dissatisfaction

8. Shopping in target countries, money, making requests, sizes

8.1 Purchase needed items in appropriate stores, being aware of costs, sizes, measures.

Linguistic Content

Vocabulary: names of shops, articles of clothing, adjectives, sizes, metric measurements, money, current rate of exchange

Structure: relevant question words, expressions of inquiry and cost, passive or impersonal expressions

8.2 With the teacher serving as a salesperson, be able to role-play a situation in which he/she is a customer, doing the following:

a. inquiring as to the cost of a specific item (a blouse, shorts, a tote bag, medicine, etc.);

b. inquiring as to the item's availability in other sizes (colors, price ranges, etc.); and

c. asking where he/she may find a totally unrelated item

Linguistic Content

Vocabulary: names of products, sizes, colors, descriptive adjectives, numbers

Structure: expressions of inquiry and cost

9. Food and restaurants

9.1 Be able to recognize and name several food items and dishes pertaining to the meals of the day. The student will also recognize cultural differences pertaining to food.

Linguistic Content

Vocabulary: names of food items and beverages of the target culture, vocabulary relevant to restaurants, adjectives

Structure: ordering food etiquette, expressions of amounts, verbs required for purchasing, indicating preferences, ordering food

9.2 Simulating a trip abroad, write a postcard home to his/her teacher describing a meal he/she has had in a home in the target country.

Linguistic Content

Vocabulary: names of foods, dishes, beverages, breads, etc.

Structure: past tense, postcard format

9.3 Given an authentic menu, the student will listen to a conversation in which two people are ordering a meal and indicate on his/her copy of the menu what each has ordered.

Linguistic Content

Vocabulary: names of dishes, beverages, breads, etc.

Structure: use of verbs of wanting and wishing, personal pronouns, expressions of amount

10. Travel and transportation

10.1 Given an itinerary involving several destinations and originating and terminating in his/her hometown, be able to describe the various modes of transportation he/she will use in taking this trip.

Linguistic Content

Vocabulary: names of geographic places, modes of travel, verbs associated with travel

Structure: prepositional phrases of motion and location, present or future tense.

10.2 Given a map of a part of a city, listen to a series of directions as to how to get to a specific place, indicating the directions by drawing arrows on the map.

Linguistic Content

Vocabulary; names of places, streets, landmarks, directions (north, west, left, straight ahead, etc.)

Structure; prepositional construction, imperatives

10.3 Given an imaginary itinerary within a country speaking the target language, describe the various modes of transportation he/she "used" in traveling from place to place.

Linguistic Content

Vocabulary: names of geographic places, modes of travel, verbs associated with travel

Structure: prepositional phrases of motion and location, past tense

11.	Obtaining lodging	11.1 Given a chart that includes information about a specific hotel, listen to a conversation between the hotel clerk and a tourist, circling on his/her chart the things that will be included in the price the tourist will pay. Linguistic Content Vocabulary: numbers, money, service terms (breakfast, bath, parking, etc.) Structure: verbs associated with prices, costs, services

12. Using the telephone

12.1 Given an alphabetized list of shops and services, be able to tell the teacher:

a. whom he/she would call in the following circumstances; and

b. the telephone number

Examples:

- You are hungry;
- You need a particular medication;
- You are the first person at the scene of an accident;
- You are looking for a particular book;
- You car is broken down;
- You have a stomach ache and fever.

Ambulance: 872-4567
Auto Repair: 872-8634
Bookstore: 872-2345
Doctor: 871-4140
Pharmacy: 873-8197
Restaurant: 873-7515

Linguistic Content

Vocabulary: numbers, descriptive adjectives

Structure: expressions related to needs, inquiry mode, present tense

13. The human body

13.1 Be able to name major parts of the human body, describe self and others and comment on the state of health

Linguistic Content

Vocabulary: parts of the body adjectives, appropriate verbs

Structure: expressions of health and sickness

MODERN FOREIGN LANGUAGE CURRICULUM STANDARDS

(Generic)

Level II

Grades 7-8, 9, 10, 11, 12

The program will provide instruction in:	The student will be expected to:
1. Travel	1.1 Describe a trip which he/she took (or imaginary trip). Linguistic Content Vocabulary: names of geographic sites, activities Structure: sequencing and ordering, past time
	1.2 Read a timetable and recognize signs for streets, public transportation and public services. Linguistic Content Vocabulary: geographic sites, days of the week, travel terms, symbols telling time (24 hour clock), schedule format, expressions of duration

1.3 Identify in writing the places of the world of the target language to which he/she would have to go in order to experience a variety of opportunities (skiing, a bullfight, etc.)

Linguistic Content

Vocabulary: names of places, activities, sports, holidays, etc.

Structure: future or conditional expressions, prepositional phrases

1.4 Make a phone call or write a letter asking for reservations at a hotel.

Linguistic Content

Vocabulary: "hotel" words (park, shower, dates, etc.)

Structure: currency, expressions of request

1.5 Given an authentic hotel guide, be able to role play helping his/her parents choose a hotel on the basis of set specifications. He/she:

a. can spend only x-dollars per day, including breakfast;
b. must use a credit card;
c. is sharing a room;
d. wants a shower in the room;
e. has a car and needs a place to park

1.6 Role play a situation in which he/she is trying to resolve a problem in the hotel room he/she has checked into (e.g., no soap, no towels, no blanket, etc.).

Linguistic Content

Vocabulary: hotel room "appointments" (towel, blanket, etc.)

Structure: expressions of need or desire, question formation

1.7 Given a map of a part of a city with directions indicated by arrows, orally give directions based on the map.

Linguistic Content

Vocabulary: names of streets, landmarks, directions (east, left, straight ahead, etc.)

Structure: imperatives, sequencing, ordering

1.8 Role play a situation in which he/she has visited one of the countries speaking the target language and describe at least three souvenirs he/she brought home that are typical of that society.

Linguistic Content

Vocabulary; names of products and regions of country, descriptive adjectives

Structure: subordination, causal relationships

2.	Obtaining services for help	2.1 Role play a situation in which a visiting foreign student does not understand the classroom directions he/she has been given by explaining. a. he/she wants you to write your work in pencil b. he/she wants you to go to the blackboard, etc. <u>Linguistic Content</u> <u>Vocabulary</u>: classroom appointments and directions <u>Structure</u>: direct and indirect commands, subordination

3. Shopping

3.1 Given the following needs in a post office, make the appropriate request or ask the necessary question:

a. he/she needs three stamps or envelopes (any denomination)
b. he/she wants to know the cost of mailing a postcard to the U.S. via airmail; and
c. he/she needs to know the cost of sending a letter somewhere within the same country

Linguistic Content

Vocabulary: relevant lexicon (stamp, envelope, etc.), numbers, geographic terms

Structure: currency, expressions of requesting, questions

3.2 Given a predicament of some kind (a lost piece of clothing, a broken heel or a shoe, a tear in the trousers, etc.), the student, in discussion with his/her native guide (the teacher):

a. explains what the problem is;
b. finds out where he/she must go to buy a replacement;
c. determines what metric size he/she needs; and
d. finds out the approximate cost

Linguistic Content

Vocabulary: articles of clothing, language related to predicaments, metric system

Structure: currency, expressions of need, requesting, past time

4. The world of school

4.1 Meet survival needs in the classroom including seeking information, expressing confusion or lack of understanding, following directions, making excuses, asking directions, and expressing emotions.

Examples: What page is it?
I don't understand.
Take out a sheet of paper.
I don't have a pencil.
May I go to the nurses office?
I hate tests!

Linguistic Content

Vocabulary: classroom vocabulary and activities

Structure: commands, interrogatives expressions, expressions of request, interjections and rejoinders of pleasure, surprise, disappointment, frustration

4.2 Compare and contrast American schools with those of the target country.

Linguistic Content

Vocabulary: names of courses, activities, areas about the school, extra-curricular activities, holidays, school year, months, comparatives

Structure: comparatives

4.3 Simulating the role of a student in one of the cultures speaking the language, write two journal entries -- one describing the school day just past and one describing the plans he/she has for the next day which he/she has off.

Linguistic Content

Vocabulary: names of courses, activities, areas about the school

Structure: past and future tenses

5. Food and meals

5.1 Read and follow a recipe.

Linguistic Content

Vocabulary: basic kitchen terminology, some familiarity with a cookbook, basic ingredients of dishes, including snacks

Structure: imperatives

5.2 Given two authentic menus, representing two restaurant window signs, select a restaurant in which to eat, explaining at least two reasons for the choices he/she has made.

Linguistic Content

Vocabulary: dishes, numbers, currency, descriptive terms

Structure: causal relationships, expressions of preference

5.3 Given an authentic menu and an exact amount of money to spend, with the teacher serving as a waiter or waitress, order a complete meal he/she can "afford."

Linguistic Content

Vocabulary: dishes, beverages, currency, place setting terminology

Structure: expressions of requesting, ordering

5.4 Given authentic menus, be able to select at least a 3-item breakfast and a 3-item lunch and figure the cost.

Linguistic Content

Vocabulary: dishes, beverages, currency

Structure: expressions of requesting, ordering

5.5 Given a series of oral commands by the teacher, perform orally to the directions given.

Examples: Ask for more meat. Decline more bread. Compliment a dish.

Linguistic Content

Vocabulary: names of food, beverages, dishes, etc.

Structure: imperatives, expressions of requesting, questioning, declining, and complimenting

5.6 Role play a visit to a family in the target country, write his/her teacher a letter explaining the times at which meals take place and two typical meals he/she had had

Linguistic Content

Vocabulary: food, meals, beverages, dishes, descriptive adjectives

Structure: telling time, (may include expressions of liking and disliking), Letter Format

6. Daily routines/physical well-being

6.1 Be able to express his/her emotional and physical health and well-being.

Tell someone you are tired, hungry, sick, or otherwise in need of something for personal comfort

Linguistic Content

Vocabulary: parts of the body, adjectives of emotion & physical states

Structure: expressions of health/welfare, reflexives

6.2 Role play a situation in which you need to go to a pharmacist or doctor for a specific medical problem.

Examples: You have a stomach ache. You have a fever. You have a headache.

Linguistic Content

Vocabulary: adjectives regarding physical states, types of illnesses and physical discomforts, names of simple medicines (aspirin, cough medicine, etc.)

Structure: expressions of health/welfare, reflexives, expressions of requesting

6.3 Role play a situation in which he/she is showing a foreign student his/her room, showing him/her around the house, and explaining any facilities (toilet, shower, etc.) that may operate differently in preparation for the foreign student's stay there.

Linguistic Content

Vocabulary: rooms of the house facilities, (closet, toilet, etc.)

Structure: prepositional phrases, subordination

7. Family

7.1 Write a letter to an imaginary pen pal in the target culture, including the following:

a. a short description of each member of his/her family;
b. a brief description of the house or apartment in which his/her family lives; and
c. questions asking the pen pal about his/her family and living quarters.

Linguistic Content

Vocabulary: descriptive adjectives, family members, rooms of the house, professions

Structure: formation of questions, letter formation, subordination

7.2 Role play a situation in which he/she is having a "home stay" in one of the cultures speaking the target language and writes a letter to his/her teacher describing how he/she and the host family spent a Sunday.

Linguistic Content

Vocabulary: words relevant to the event, verbs of action, descriptive adjectives, extended family members (godfather, grandmother, etc.)

Structure: subordination, causal relationships, past time

8. Sports, recreation, leisure time

8.1 Given a list of famous people from societies in which the target language is spoken (famous sports figures, musical performers, etc.), identify each in a complete sentence description.

Linguistic Content

Vocabulary: names of celebrities and their areas of expertise, more advanced terminology about sports, music, etc. (goalie, captain, pitcher, instrumentalist, rock star, actor, comedian, etc.)

Structure: present and past time, relative clauses

8.2 Role play a situation in which he/she has attended a special event like the Tour de France, a bullfight, or a Fasching celebration and write a description of five things he/she saw there in a letter to a classmate.

Linguistic Content

Vocabulary: words relevant to the event, verbs of action, descriptive adjectives

Structure: past time, Letter Format

8.3 Role play a phone call in which he/she describes a party he/she held for a family member, including the time, place, some of the gifts given or the games played.

Linguistic Content

Vocabulary: numbers, places, family members, menu items, gifts, games

Structure: telling time, past tense, subordination

8.4 Role playing a situation in which he/she will be hosting a foreign student for a weekend, plan at least one day of meals and activities (e.g.) meeting family friends, touring the city, etc.)

Linguistic Content

Vocabulary: meals, foods, dishes, beverages, activities, places

Structure: telling time, subordination, future tense, sequencing

9. Cars and transportation

9.1 Role play a situation in which your rental car has developed a problem in a country you are visiting (flat tire, dead battery, bad brakes, etc.). Call a garage and explain your problem, giving your location and requesting an estimate of the repair bill.

Linguistic Content

Vocabulary: parts of the car, kilometers, currency, appropriate verbs and adjectives

Structure: expressions of requesting

9.2 Given a brief oral description of a traveler he/she has met on a train, introduce himself/herself and initiate a conversation on some general topic (the weather, the traveler's profession, the length of the trip, the traveler's destination, etc.)

Linguistic Content

Vocabulary: place names, professions, numbers, miles vs. kilometers

Structure: polite and familiar address, time expressions, questions

9.3 Give directions from the school to his/her house.

Linguistic Content

Vocabulary:
prepositions, directions (right, left, straight ahead, etc.), numbers

Structure: sequencing and ordering, imperative

10. Geography and history/culture

10.1 Identify major rivers, mountain ranges, landmarks in "motherland" and other major countries of the target language.

Linguistic Content

Vocabulary: place names

Structure: prepositional phrases

10.2 Write short descriptions in the target language of major personalities, historical figures, places, events, or holidays.

Linguistic Content

Vocabulary: proper names, holidays, places

Structure: past tense, subordination, dates

10.3 Given an imaginary itinerary around the world of the target language and weather report for three other countries to be visited, list the clothing he/she expects to pack for each country.

Linguistic Content

Vocabulary: weather terms, geographic sites, items of clothing

Structure: Celsius scale, symbols and abbreviations used in weather reports

10.4 Briefly describe the economic and political conditions of the target country.

Linguistic Content

Vocabulary: political, economic, and industrial terms, descriptive adjectives

Structure: present tense, past tense

11. World of work

11.1 Role playing a situation in which he/she is helping a foreign student whose English is weak, explain what each of several professions do in a sentence or two, identifying product or place of work or both (nurse, pilot, baker, etc.)

Linguistic Content

Vocabulary: names of professions, products, places of work

Structure: direct objects, prepositional phrases (may involve relative clauses)

MODERN FOREIGN LANGUAGE CURRICULUM STANDARDS

(Generic)

Level III

Grades 9, 10, 11, 12

The program will provide instruction in:	Skills The student will be expected to:
1. The "world" of the target language	1.1 Given the target country, be able to "sell" the tourist on visiting the country by describing the climate. Linguistic Content Vocabulary: weather, expressions, idiomatic weather expressions, adjectives Structure: conditional (present/past) idiomatic structures, future tense 1.2 Given the target country, be able to "sell" the tourist on visiting the country by describing things of interest to see and cultural differences to observe. Linguistic Content Vocabulary: major museums, parks, geographical points, festivals, and other tourist attractions Structure: conditional, passive, future tense

1.3 Given the target country, be able to "sell" the tourist on visiting the country by describing major cities/areas.

Linguistic Content

Vocabulary: names of cities, geographical points

Structure: passive, future tense

1.4 Given the target country, be able to "sell" the tourist on visiting the country by describing foods and major occupations.

Linguistic Content

Vocabulary: foods, drinks, occupations

Structure: conditional, future, passive

1.5 Given the target country, be able to "sell" the tourist on visiting the country by describing fun things to do.

Linguistic Content

Vocabulary: leisure time activities

Structure: conditional, future, passive

2. Cultural interdependence	2.1 Research/report orally on one influence the speakers of the target language have had on the U.S., either historically or in contemporary times.

3. Leisure time (Media)
TV/Radio,
Newspaper/Magazine
Movies

3.1 Define 3 contrasts between TV in the target culture and TV in the U.S.

3.2 Given an issue/issues of a newspaper or magazine, compare one aspect of it to its U.S. counterpart (ads, obituaries, sports, etc.) in a short composition or verbally.

3.3 Given an issue/issues of a newspaper or magazine, identify the cultural beliefs/attitudes/values in a short composition.

3.4 Explain to a friend (role play) 3 ways in which attending a movie in the target culture is different from attending one in the U.S.

4.	Family and home Food and meals Living quarters Birthday observances	4.1 Given a short paragraph describing a meal, be able to identify 5 table etiquette or table setting differences between target cultures. 4.2 Role play a situation in which he/she explains to a foreign student he has invited to dinner five differences between meals in the target country and U.S. 4.3 Given a picture in a culturally authentic home, write a paragraph/verbally describing the room in detail. 4.4 Playing the role of a person for whom a birthday party has been held, write two thank-you letters--one to the person giving the party, mentioning the activities and foods served, and one to someone who attended and gave a gift.

5. Travel/Transportation Obtaining Lodging Food and Meals Famous Places to Visit	5.1 With a student or teacher acting as hotel keeper, be able to inquire about various types of accommodations and meal plans available in an effort to get the best economic deal possible. 5.2 Given an authentic menu, the student, in small groups, will role play a situation in a restaurant in which several facets of the service are unsatisfactory. 5.3 Given a specific city, the student will identify three famous places to visit, describing each in a short paragraph. 5.4 Given a specific city, the student will select a famous tourist attraction to describe as if he/she were a tour guide, including the following information: a. Why site is famous b. What it meant at the time it was built c. What it means today

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6. Meeting personal needs/ Shopping

6.1 Role play a situation in the culture in which he/she is explaining to a sales clerk that this purchase is for a friend/parent, and he:

a. wants to send it
b. wants to insure it
c. will provide necessary address
d. wants to know cost of sending it
f. would like to know how long it will take to arrive.

6.2 Research a specific aspect of shopping in the target culture and write a paragraph comparing shopping habits in the culture with those in this country. Also include personal judgment as to whose practices are more efficient

6.3 Given name & address of a foreign company, write a business letter ordering a product, including:

a. a description of the item wanted;
b. a request for information as to the cost of item and the cost of sending it;
c. a request for information as to how payment is to be handled
d. a request for information as to how long will shipment take.

7. World of work Summer employment	7.1 Given an advertisement, the student will "apply" for a summer job in the target culture, explaining in the letter what courses he/she has studied, the grades received, and his/her special qualifications. 7.2 Identify a career he/she may want to pursue and explain why it interests him/her.

8. History and politics Major Events Historical Figures Governmental Organizations	8.1 Given a list of major events in the target culture's history, arrange the events in chronological order. 8.2 Assume the role of an historical figure telling about the period in which he lived and what he/she did when alive. 8.3 Contrast the government of the target country with that of U.S. including: a. chief official(s) b. type of government c. elections, etc.

9. Fine Arts
Visual
Literature
Music

9.1 Select/research a painter and report orally to the class, including examples of the painter's work.

9.2 Shown two works by a major artist, compose a personal reaction.

9.3 Role play a tour guide in a famous museum, describing each of several works and their artists in a couple of sentences.

9.4 Role play authors/ characters of literature they have been studying, giving information about "themselves" and their activities.

9.5 After reading a literary work, give personal evaluation of the piece, documenting with textual evidence.

9.6 After reading a literary work, express feeling about the piece (likes and dislikes)

9.7 After listening to a poem, a tale, or a passage from a literary work, write a summary of what was heard.

9.8 Dramatize scenes from literature that is being studied.

9.9 After reading a literary work, write a summary from another point of view.

9.10 Select/research a composer and report orally to the class, including examples of the musician's work.

MODERN FOREIGN LANGUAGE CURRICULUM STANDARDS

Level IV

Grades 10, 11, 12

Course Description

The program will provide instruction in:	The student will be expected to:
1. Current events and current movements in the target language countries	1.1 Read authentic texts on current events.
	1.2 Comprehend the spoken language well enough to enjoy television and radio broadcasts and documentaries.
	1.3 Discuss current events and express a reaction to them in simple, factual terms.
	1.4 Using the popular print media, research the various points of view in a contemporary movement in a target culture (i.e., the anti-nuclear movement, women's liberation, elections, etc.) and contrast them.
	1.5 Briefly report on the target country's role in the world community, politically and economically and be able to make cross-cultural comparisons.

2. Literary texts	2.1 Summarize the plot of a literary work in oral/written form.
	2.2 After reading a selected piece of literature, write a paper discussing the author's attitude toward a specific theme (death, love, honor, etc.).
	2.3 Dramatize an episode from a short story or novel studied or a scene from a drama that has been read.
	2.4 Research a specific author and the period in which he/she lives or lived and prepare a 3-5 minute lecture on how this person's work reflects the period in which he/she lives or lived.
	2.5 After listening to a story or fable, create his/her own fable or fairy tale that teaches a moral, explaining why something is the way it is, or explaining a cultural practice. Examples: Why there is lightening. Why some flamingos have red legs, etc.

3. Fine arts

3.1 Given a major work of art, be able to recognize it, identify the artist, and place the work in the proper artistic period.

3.2 Given a film or a videotape, outline, summarize, or critique it.

4. The history of the target country/ historical figures	4.1 Given a specific city or region, role play a tour guide, identifying and describing several historical events that happened there.
	4.2 Research a period in the target country's history and write a paper explaining the major events and the important people of the period.
	4.3 After researching a famous historical figure, role play that personage, describing and defending his/her activities and actions.

5. Resolving more complicated situations beyond simple survival skills

5.1 Demonstrate problem-solving strategies <u>beyond</u> survival skills in the following situations:

a. Send back unacceptable food;
b. Seek explanations for customs/passport difficulties;
c. Seek help for a medical emergency
d. Influence someone to change places on a train;
e. Change a departure time;
f. Return an article of clothing for a refund;
g. Appropriately decline an offer of food while a guest in a home in the target country;
h. Break a date with someone special because a friend has given you only one ticket to a sold-out concert by your favorite artist;
i. Find out why your credit card is not accepted.

6. Communicating about oneself

6.1 Discuss in oral and written form the following topics:

a. careers;
b. family life;
c. school activities;
d. interpersonal relationships;
e. personal interests;
f. autobiographical information

6.2 Given an opening statement such as "If I were a millionnaire," describe his/her fantasy trip around the world, explaining choices made.

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